

Texas Education Agency Standard Application System (SAS)

| 2017-2018 Perkins Reserve Grant | | | | |
|---|---|-----------|-----------------|--|
| Program authority: | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1) | | | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period: | November 13, 2017, to August 31, 2018 | | | |
| Application deadline: | 5:00 p.m. Central Time, September 26, 2017 | | | Place date stamp here. |
| Submittal information: | One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | | | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 SEP 25 PM 2:14 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> |
| Contact information: | Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060 | | | |
| Schedule #1—General Information | | | | |
| Part 1: Applicant Information | | | | |
| Organization name | County-District # | | | Amendment # |
| Farwell ISD | 185902 | | | |
| Vendor ID # | ESC Region # | | | |
| 75-600-1407 | 16 | | | |
| Mailing address | City | State | ZIP Code | |
| PO. BOX F | Farwell | TX | 79325 | |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Coby | D | Norman | Principal - FHS | |
| Telephone # | Email address | | FAX # | |
| 806-481-3351 | cnorman@farwellschools.org | | 806-481-3531 | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Colby | R | Waldrop | Superintendent | |
| Telephone # | Email address | | FAX # | |
| 806-481-3371 | cwaldrop@farwellschools.org | | 806-481-9275 | |
| Part 2: Certification and Incorporation | | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|--------------|--|-----------|----------------|
| First name | M.I. | Last name | Title |
| Colby | R | Waldrop | Superintendent |
| Telephone # | Email address | | FAX # |
| 806-481-3371 | cwaldrop@farwellschools.org | | 806-481-9275 |

Signature (blue ink preferred)

Date signed

9/22/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference. |
| 4. | The applicant assures that its ability is to meet the 20% match requirement. |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan. |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s). |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s). |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☒ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Farwell Independent School District is applying for the 2017-2018 Perkins Reserve Grant in order to provide the very best Agricultural Science program for our students that allows each of them to master all the TEKS in the curriculum, provides internships and work study opportunities in local Agricultural businesses, prepares them for high wage employment in a high demand field or for pursuing advanced degrees in our local colleges, and meets the needs of our local and regional industries for highly skilled workers. Schools are responsible for not only providing students with a quality education that prepares them for higher education, high wage employment, or military careers, but also for providing an educated populace for their community. This grant will allow Farwell ISD to purchase the equipment that we must have in order to teach all the TEKS in our Ag Science curriculum and give our student population the employability skills and technical knowledge they need and deserve. Even though our district suffers financially and our staff is paid well below the state median, we are committed to our goal to continually improve and to be the best educational system in the panhandle. Our only roadblock is funding. We had to eliminate Family and Consumer Science because we lacked the funds to purchase the equipment required by the state. While we have purchased some new equipment for the Ag Sciences department over the last two years, we will never be able to purchase all material that is required without grant.

We developed our budget based upon a needs assessment that was completed long before this grant was issued. Our Ag teachers have visited other Ag departments at schools in our region seeking to find out how they are meeting all the TEKS and what types of equipment allow them to best prepare students within reasonable costs. From that list, we have started making purchases as funds were available. Additionally, we began receiving input from local industry leaders that they are growing faster than the workforce and that the workforce is untrained, thus costing them time and money in training costs. From those conversations and letters, we added to our needs assessment.

The Farwell High School campus is 61.5% economically disadvantaged, yet that does not defice our students. We are a US News and World Report Top High School and received five distinction designations on our state accountability rankings. We believe our students are capable of greatness and push them to accomplish more than they think they can every day. This grant will allow us to meet our goal of providing every opportunity for our students to succeed in our Ag Sciences courses and after graduation.

Until the authorization of this grant, our Ag Science needs assessment has been simply a compilation of conversations and input from the Ag teachers, Ag booster club, parents, and industry leaders. We had no formal process. We were fully aware that we were unable to meet all the demands of the TEKS and local employers but have been committed to increasing educational opportunities for our students each year. Now, we have a local workforce development board that we plan to expand in the coming months that is eager to provide not only input, but internships and work study employment to our students. Having regular meetings with this board, parents, staff and administrator is critical to fulfill both the requirements of the grant and the needs of our students and industries. The high school principal is responsible for designing a feedback process to assess the programs, determine its efficacy, and making decisions regarding the process.

We plan to utilize a "punch-list" for goal attainments. We will list out the TEKS and corresponding industry-based knowledge and skills for each of our Ag Science courses and plot a course where instructional units cover these

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

requirements in clusters, just like we do in our core academic courses. Students will be required to demonstrate mastery via written tests and hands-on activities. Our Student Services Coordinator will work with the Ag Science teachers to develop the list and ensure that the TEKS are being met and mastered. Data will be maintained in our student data software program. Benchmarks will be established for the 12th and 24th week and students will have to demonstrate proficiency. As with other courses, those failing to meet standard will be required to attend before or after school tutorials covering the TEKS where they are not proficient.

We will evaluate the program by continuing track our Ag Science graduates to determine how many pursue advanced degrees or obtain high wage employment in the fields that correspond to our Ag Science courses. We are aware that there is a gap and our goal is to close it. We had only one student attend a welding school upon graduation last year, though others could have done so at the Entry Level.

Our district is committed to doing things right and doing the right things. We will ensure that we meet all the statutory requirements throughout the grant period and beyond. We understand what a tremendous opportunity this grant offers us, in that its requirements exactly correspond with our goals and needs assessments that were established previously.

I am not a professional grant writer and our district cannot afford one. It is my hope that our application completely and accurately answers all TEA requirements. I believe it does. If it does not, we will do whatever it takes to exceed expectations from TEA.

According to the *Impact of Agribusiness for Parmer County* from the Texas A&M Agrilife Extension office, the following statistics indicate the importance of providing the highest quality Agricultural Sciences program possible:

1. Parmer County's agricultural value exceeded \$701.2 million in 2014.
2. The 3,452 agricultural-related employees account for 77.2% of all private sector employment.
3. Among Texas counties, Parmer county ranks 2nd in ensilage, 2nd in dairy, 6th in fed beef, 10th in corn and 4th in agricultural receipts based upon 2011-2014 sales.
4. Parmer county ranks 2nd nationally in the value of cattle and calves sold and 8th in the overall value of livestock products in 2012.

It has long been the goal to meet the needs of our students and community through our CTE programs, especially our Ag Sciences courses. This grant is not cumbersome to us; it is an answered prayer. Our goals exceed the expectations of the grant and should we be awarded the grant, we will continue to build upon the opportunities it will allow us to offer our students. We view this as an opportunity to jump ahead a decade or more than what we could provide if left to build our programs through our local budget year after year. We also believe that once we begin providing workforce-ready labor, our local industries will financially support our programs as well, as they do in some of our larger neighboring districts.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #6—Program Budget Summary | | | | | | |
|--|---|--------------------------|-----------------|------------------------------------|---------------------------|---------|
| County-district number or vendor ID: 185902 | | | | Amendment # (for amendments only): | | |
| Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1) | | | | | | |
| Grant period: November 13, 2017, to August 31, 2018 | | | | Fund code: 244 | | |
| Budget Summary | | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | Match |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$6800 | \$0 | \$6800 | \$1600 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$ | \$ | \$ | \$ |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$143200 | \$0 | \$143200 | \$32969 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ | \$ | \$ | \$ |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$ | \$ | \$ | \$ |
| Administrative Cost Calculation | | | | | | |
| Enter the total grant amount requested: | | | | | \$150000 | |
| Percentage limit on administrative costs established for the program (5%): | | | | | × .05 | |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | \$7500 | |

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #7—Payroll Costs (6100) | | | | | | |
|---|---|-----------------------------------|---|--|-----------------------------|--------|
| County-district number or vendor ID: | | | Amendment # (for amendments only): | | | |
| Employee Position Title | | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted | Match |
| Academic/Instructional | | | | | | |
| 1 | | | | | | |
| 2 | Educational aide | | | | \$ | \$ |
| 3 | Tutor | | | | \$ | \$ |
| Program Management and Administration | | | | | | |
| 4 | Project director | | 1 | 1 | \$4800 | 1200 |
| 5 | Project coordinator | | | | \$ | \$ |
| 6 | Teacher facilitator | | | | \$ | \$ |
| 7 | Teacher supervisor | | | | \$ | \$ |
| 8 | Secretary/administrative assistant | | | | \$ | \$ |
| 9 | Data entry clerk | | | | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | | | \$ | \$ |
| 11 | Evaluator/evaluation specialist | | | | \$ | \$ |
| Auxiliary | | | | | | |
| 12 | Counselor | | | | \$ | \$ |
| 13 | Social worker | | | | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | | \$ | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| Other Employee Positions | | | | | | |
| 21 | Title | | | | \$ | \$ |
| 22 | Title | | | | \$ | \$ |
| 23 | Title | | | | \$ | \$ |
| 24 | Subtotal employee costs: | | | | \$ | \$ |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | |
| 25 | 6112 | Substitute pay | | | \$ | \$ |
| 26 | 6119 | Professional staff extra-duty pay | | | \$2000 | \$400 |
| 27 | 6121 | Support staff extra-duty pay | | | \$ | \$ |
| 28 | 6140 | Employee benefits | | | \$ | \$ |
| 29 | 61XX | Tuition remission (IHEs only) | | | \$ | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | | \$ | \$ |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | | \$6800 | \$1600 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #9—Supplies and Materials (6300) | | | |
|---|---|---|--------------|
| County-District Number or Vendor ID: | | Amendment number (for amendments only): | |
| Supplies and Materials Requiring Specific Approval | | | |
| | | Grant Amount Budgeted | Match |
| 6300 | Total supplies and materials that do not require specific approval: | \$11324 | \$ |
| Grand total: | | \$11324 | \$ |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #11—Capital Outlay (6600) | | | | | |
|---|--|----------|---|-----------------------|----------------|
| County-District Number or Vendor ID: 185902 | | | Amendment number (for amendments only): | | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Match |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | N/A | N/A | \$ | \$ |
| 66XX—Computing Devices, capitalized | | | | | |
| 2 | 20 unit Chromebook Cart | 1 | \$7150 | \$5720 | \$1430 |
| 3 | | | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ |
| 66XX—Software, capitalized | | | | | |
| 12 | Animal Management | 20 | \$57 | \$912 | \$228 |
| 13 | | | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | |
| 19 | Dynatorch Super B 4x8 CNC Plasma Cutter | 1 | \$18699 | \$14959 | \$3740 |
| 20 | Angle Roller R-H55 | 1 | \$17295 | \$13836 | \$3459 |
| 21 | 70 Horse Kabota and 5 Attachments | 1 | \$44986 | \$35989 | \$8997 |
| 22 | 90 Degree Open Sweep with 12' Alley Headgate | 1 | \$2800 | \$2240 | \$560 |
| 23 | 15' Heavy Duty Floor Drill Press G0784 | 1 | \$1555 | \$1244 | \$311 |
| 24 | Scotchman FI 8510-20M Ironworker | 1 | \$25490 | \$20392 | \$5098 |
| 25 | Squeeze Chute S04 | 1 | \$4000 | \$3200 | \$800 |
| 26 | Dialarc 250 AC/DC 200-208/230/460 V | 1 | \$2685 | \$2148 | \$537 |
| 27 | Millermatic 252 MIG Welder 200(208)/230V | 2 | \$2525 | \$4040 | \$1010 |
| 28 | 2018 ELITE 28' Show Cattle Trailer | 1 | \$33995 | \$27196 | \$6799 |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | |
| 29 | | | | \$ | \$ |
| Grand total: | | | | \$131876 | \$32969 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|---|
| Economically disadvantaged | 91 | 61.5% | This data is for Farwell High, Ag enrollment numbers for 17-18 are 35/68 for 51.5% Eco-Dis. |
| Limited English proficient (LEP) | 14 | 9.6% | This data is campus wide, Ag enrollment numbers are 5/68 for 7.4%. |
| Attendance rate | NA | % | |
| Annual dropout rate (Gr 9-12) | NA | % | |
| Teacher Category | Teacher Number | Teacher Percentage | Comment |
| 1-5 Years Exp. | 1 | 50% | Prior to serving as an Ag teacher, he served as an Ag Extension Agent for our county. |
| 6-10 Years Exp. | | % | |
| 11-20 Years Exp. | 1 | 50% | He as developed one of the top FFA organizations in the state at Farwell High. |
| 20+ Years Exp. | | % | |
| No degree | | % | |
| Bachelor's Degree | | % | |
| Master's Degree | | % | |
| Doctorate | | % | |

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|---|----|----|----|----|----|----|-------|
| | | | | | | | | 26 | 15 | 20 | 20 | 19 | 9 | 109 |

Teachers

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | | | | | | | | | 2 | 2 | 2 | 2 | 2 | 2 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the last two years, the managers of our many feed lots and dairies have expressed a real need for employees who are skilled in general maintenance, welding and metal working, physical animal management, tractor and machinery operations and maintenance, and animal management software. However, when we received this list of skills, we obviously we did not have the equipment necessary to fulfill those requirements, or even all the requirements for the TEKS in the associated courses.

Our district is a low-funded district that saw a reduction of another \$260,000 this year. We have had to spend from fund balance to repair roofs and correct plumbing issues and are not at the point where our fund balance is near the minimum required by the state. There simply are not enough funds to equip our Ag Sciences department as needed. When we learned of this grant, the Ag Science teachers contacted representatives from some local dairies, feed lots, farming and ranching, veterinary services, and tractor sales and repairs to serve on our local workforce development board. Several of these members have written letters specifying the skills and training students will need in order to begin working through our work study program their senior year, then obtain high paying wages upon graduation. From that information, we have obtained bids on the equipment necessary to meet the TEKS for our courses and the training requirements for our fast-growing local industries.

While the 20% match is not easy for us, our superintendent and school board have committed to finding the budgetary funds to assist with the purchase of the equipment and covering the personnel costs associated with increasing our work study program and after school instruction.

To us, providing opportunities for our students to be in position upon graduation to immediately enter the workforce in a high-paying field or be prepared to received an advanced degree or certification in Welding or Industrial Maintenance is most important. However, currently far too many of our graduates wind up staying here locally and working at low paying jobs at the local convenience store, dollar store, or grocery store. However, when we are able to graduate highly trained students, they will be able to enter the regional workforce earning more than entry level educators in our district.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|---|
| 1. | Purchasing 20 laptop computers and software commonly utilized in the high demand/high wage local/regional industries. | Computers and common Windows applications, along with specific course-related programs, will allow us to teach the technology-related TEKS that are embedded in every CTE course we offer. At the same time, we would be able to train students on industry-specific software for animal management, as expressed as a dramatic need in our local cattle and veterinary industries. |
| 2. | Purchasing metal working equipment that is commonly utilized that tie directly to high demand, high wage jobs in our local/regional industries and that would allow students to complete the Advanced Welder Course at Clovis Community College (or other institution). | Our local workforce development board has made it clear that students would be able to start at \$16 to \$20 per hour if they have specific skills in working with metals. Also, students leaving our program would not have to first complete the 3 semester Entry-Level Welder course in order to enroll in the Advanced Welder course at our local community college. |
| 3. | Purchasing a trailer, squeeze chute, Open Sweep and panels for Animal Science and Management courses. | This would allow us to teach proper animal loading and transportation, restraint, injection procedures, taking vitals, behavior evaluations, occupational safety, and other TEKS on-site, during the regular class day. |
| 4. | Purchase a mid-sized tractor and five attachments common to farming, dairy work and feed lot operations. | Students capable of operating tractors, and similar machinery, would be able to earn a high wage while in our work-study program. Following graduation, they would be able to earn wages well above the Texas Median income. We also have a local tractor dealership desiring to partner with our work study program, hiring students to work in the repair shop after their completing the tractor maintenance TEKS their junior year. |
| 5. | Provide tutorial time outside the school day. | Teachers will be able to assist students in small group settings in mastering TEKS with hands on experiences. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #14—Management Plan | | | | |
|---|---|---|------------------------------------|--------------|
| County-district number or vendor ID: 185902 | | | Amendment # (for amendments only): | |
| Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | |
| # | Title | Desired Qualifications, Experience, Certifications | | |
| 1. | Ag Teacher | Certified in Ag Sciences with 17 years experience teaching courses in Ag Science. | | |
| 2. | Ag Teacher 2 | Certified in Ag Sciences with a Masters degree in Animal Science, specializing in animal management and care. | | |
| 3. | Farmer Rancher | Introduce students to various jobs in the local industries showing the skills they need to obtain in the Farwell High Ag Science program, such as welding, tractor and implement maintenance, and cattle shoots, medical assessments and shots. | | |
| 4. | Dynatorch Trainer | Train students and Ag teachers on the programing, operation and maintenance of the Dynatorch Super B CNC. | | |
| 5. | Tractor Mechanic | Train students and employ work study participants in the maintenance and repair of tractors and implements. | | |
| Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | |
| # | Objective | Milestone | Begin Activity | End Activity |
| 1. | Increased Employment of Graduates in High Wage Jobs | 1. Purchase needed metal working equipment | 11/20/2017 | 09/30/2019 |
| | | 2. Implement industry experiences in grades 9-11 | 03/01/2017 | ongoing |
| | | 3. Increase metal working instruction | 01/08/2017 | ongoing |
| | | 4. Increase animal management instruction | 01/08/2017 | ongoing |
| | | 5. Implement Tractor related TEKS in Ag Power Sys | 01/08/2017 | ongoing |
| 2. | Increased Enrollment in Work Study Program | 1. Implement industry experiences in grades 9-11 | 03/01/2017 | ongoing |
| | | 2. Develop partnerships with dairies, vets, feed lots, etc | 11/20/2017 | ongoing |
| | | 3. Class time for WS teacher to meet with managers | 08/15/2017 | ongoing |
| | | 4. Career day for potential WS kids to visit industries | 05/15/2017 | Every spring |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 3. | Increased Enrollment in Trade Schools | 1. Welding Careers Day-Visit CCC Metal Department | 05/16/2017 | Every spring |
| | | 2. Tractor/Diesel Repair school presenter to classes | 01/10/2017 | ongoing |
| | | 3. Industrial Tech/Wind Farm Day-Visit CCC Dept | 01/12/2017 | Ongoing |
| | | 4. Cover all TEKS for Entry-Level Welder | 11/20/2017 | Ongoing |
| | | 5. Cover all TEKS for Ag Power Systems | 11/20/2017 | Ongoing |
| 4. | Mastery of all TEKS in Ag Science courses | 1. Utilize punch list to document each student's progress | 11/20/2017 | Ongoing |
| | | 2. Utilize Student data mgt system and assessments | 12/01/2017 | Ongoing |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 5. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We currently utilize campus improvement teams and district improvement teams to plan and monitor goals and objectives. We also utilize DMAC to monitor instruction and learning, followed by instructional planning meetings to make adjustments as needed. Another source of data is parent, community, staff and student surveys. The data is then reviewed at the Campus Improvement Team Meetings, then the campus plans are updated accordingly.

Upon receiving this grant, though, we will utilize the Local Workforce Development Board to establish formal goals in line with the TEKS, to evaluate the program's progress, and make adjustments as needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the last two years, we have purchased new, small welders and a larger welder to create a mobile welding/cutting torch trailer to give students practical experience by doing small projects in the shop and around school properties. The addition of the plasma cutter, angle roller, drill press, additional welders, and possibly an ironworker, our students would be able to learn all the TEKS required by the state, as well as being fully prepared for high wage jobs and advance certifications in welding schools.

We also have an ag farm that, though far from adequate, is close enough that the students can apply the skills we teach them with all the equipment we purchase through this grant. We are currently having a small barn built to protect the animals because so many livestock across this area were lost in the blizzard of January 2016. With the new tractor and attachments, we will have students expand the area, level the ground, and maintain the area. Our FFA booster club has also committed to raising funds so that we can continue to expand and meet the demands of a growing Ag program. Five of our school board members and our superintendent are all involved professionally in the agriculture and ranching industry, and some are also involved in the dairies and feed lots. They are committed to sustaining a viable local economy and preparing students for careers in this area.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 185902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---|--|---|
| 1. | Establish TEKS bundles that combine units of TEKS for efficient delivery | 1. | Lesson plans display coherent clusters of TEKS |
| | | 2. | Projects that utilize multiple skills and knowledge |
| | | 3. | Formative Assessment to monitor unit progress |
| 2. | Create assessments that demonstrate instructional efficacy | 1. | Tests are created and scored in student data system |
| | | 2. | Feedback is provided for students to correct learning deficiencies |
| | | 3. | Data is used to monitor and adjust instruction |
| 3. | Analyze data on number of students participating in Work study, internships and college | 1. | Increased number of students acquiring parallel employment |
| | | 2. | Increased number of students enrolling in post-secondary courses |
| | | 3. | Number of students completing work-site visits and internships |
| 4. | Students earn certifications and field experience | 1. | Number of students completing TCFA program and certifications |
| | | 2. | Number of students completing tractor maintenance certification |
| | | 3. | |
| 5. | Analyze enrollment numbers in Ag Sciences, Work Study and college classes. | 1. | Increased numbers in Ag classes, especially junior and senior level |
| | | 2. | Increased work study students in High Demand/Wage programs |
| | | 3. | |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once we receive notice that we are receiving the grant, we will re-write our scope and sequence for our Ag Sciences classes to include TEKS that we have been unable to cover. Just like we do for our core classes, teachers will have specific instructional goals and timelines guiding their instruction. Unit tests will require written and physical assessments, and the data will be entered into our student data system to track progress and plan intervention strategies.

As part of our ongoing efforts in expand enrollment in all our CTE classes, we will continue to track enrollment figures in each Ag Science class from year-to-year, while continuing recruiting by offering 7th and 8th grade Ag classes.

We track attendance campus-wide each morning, by calling any students who are not at school and whose parents have not notified us of the students' illness. When students exceed 10% in absences, we place them on our truancy prevention program and require them to attend tutorials before or after school to make up their time and assignments. Ag Science students will be able to serve their time during Ag tutorials outside the school day.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 185902

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Long before this grant became available, people involved in the local industries have approached my ag teaches about the lack of qualified, skilled workers in our area. One even promised that he would pay enrolled upperclassmen \$20 per hour as starting pay if the teacher would write a letter confirming that these students mastered a specific set of skills, including multiple metal-working tasks and the ability to operate tractors and change out implements. Unfortunately, the teacher was unable to recommend anyone, simply because, we do not have the equipment to provide the training, even though those skills are in the TEKS.

A local veterinarian who employs several veterinarians and vet techs stated that his entire medical staff spends the first half of every day at local dairies maintaining the health of the animals. He expressed a significant need for employees who can operate the data systems on laptops; understand animal management, transport and welfare, and know how to check animals' vitals, administer medications, and perform specific medical tasks on them. We offer several animal science courses and teach most of the TEKS, but are not able to provide many of the actual practicums that are vital to mastering the curriculum. Telling students how and where to give shots does not have a fraction of the impact as would actually administering the shots.

As a result of these conversations and the offering of this grant, we enlisted the help of various business owner from the following industries: veterinarians, farms, ranches, dairies, feed lots, and tractor sales and repair. Not only do these men represent high demand and high wage industries, these industries are also listed on the Texas Career Check-Occupational Trends as a top 25 field.

In summary, Farwell ISD did not have to go out and try to determine if there were any fields that were in high demand, for which we could prepare students. Nor did we have to seek out feedback from local businesses to see if they needed employees with a specific skill set. The opposite is true. These industry leaders have been talking to us about the fast growth they are experiencing and their need for skilled workers for two years. All we did was contact these people who have already been "in our ears" about their needs, then asked them to come together to serve on a board that can help us improve our workforce preparation program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 185902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

We actually have three programs of study that we plan to improve upon and expand; the most important is Agricultural Mechanics and Metal Technologies and the courses following in that sequence. The TEKS describe in detail the very skills local industries are looking for in the majority of their employees in the high wage roles. Examples, of the knowledge and skills we need to provide at a more rigorous level, are those that relate to safety and skill in tool operation, wiring, carpentry, fencing, concrete work, and all aspects of metal working. Students also need knowledge and skills related to power, structural, and technical agricultural systems and the industry. It is vital that they learn to transfer the skills and this knowledge in a variety of settings.

When designing this specific program of study, our goal was to not only meet the high demand for skilled employees in local industries, but to FINALLY meet the TEKS regarding plasma cutting and creating computer-designed projects, tractor operations and maintenance, drilling metal, maintaining agricultural implements and machines, and operating pneumatic machines.

In year one, students will learn about the opportunities and careers that are available to them after high school. They will learn basics and basic skills to aid them as they advance in knowledge. Assessments will be written and practical exams.

In year two, students will have the opportunity to put basic knowledge into real construction and mechanical projects. These students will experience a greater depth of knowledge and abilities with all tools and mechanical functions and how they relate to real life.

In year three, these students will have opportunities to design and construct some of their own fabrications and projects. They will use advance technologies and their experiences will be at a much more advanced and rigorous level.

In year four, their in-class instruction will address the TEKS AND the requirements of their jobs they acquired for the work study program. As our work study teacher interviews employers throughout the year as required, she will communicate with the Ag Science teachers the specific knowledge and skills each student's employers want us to develop in their new employees/students.

Students in year 2 and 3 are able to complete up to 28 college hours, 20 of which are dual credit.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 185902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Following the completion of students' senior year, if we receive the maximum allotment for this grant, they will be able to enter the Advanced Welder or Industrial Technology programs at Clovis Community College. Through the Advanced Welder programs, students can earn certificates of completion in Advanced Welding, AWS certification, and an Applied Science degree in Welding. In the Industrial Technology programs, also offered at South Plains College, students can earn Certificates in Industrial Technology, Plant Operations and Equipment, and Wind Energy. They may also earn a degree in Industrial Technology with Concentration in Plant Operations and Equipment or in Industrial Technology with Concentration in Wind Energy.

Also, West Texas A&M has been recruiting our students in the Animal Science classes to enroll in their Veterinarian program. There is a shortage of veterinarians in rural areas, especially in our region. With the fast growth industries located here, dairies and feed lots, it is vital that we prepare students for those programs.

We have been in conversation with the only higher education institution near enough to utilize dual credit courses in CTE relevant courses, Clovis Community College, and have asked that they offer courses that allow our students to gain dual credit. Unfortunately, CCC is on Mountain Time and their courses are from 8:00am – 1:00pm Texas time, thus our students would not be able to complete all the high school courses necessary for graduation. CCC has started offering some trades courses in the evenings and we believe they will offer Welding and Industrial Technology at those same times in the near future. However, students in this grant program will be able to complete dual credit courses in College Algebra, College Statistics, Psychology, Sociology, Theater 1 and 2, English and History.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 185902

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Muleshoe Veterinary Clinic and Supply
 R.W. Farms and Feedyard
 James Brothers Implement
 Hoakma Dairy
 Caprock Dairy
 J&S Dairy
 Bovina Feeders
 Clovis Community College

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Texas Cattle Feeders Association has a curriculum for students that aligns directly with our TEKS. Along with the curriculum, they also provide opportunities to earn OSHA, Feed Lot Operator, and Cattle Handling certifications. This organization will coordinate with our Ag department to have students complete the curriculum and then go to a local feed lot for a day, as a group, and receive direct instruction and practice operating a tractor and implements. At the end of the day, having completed the classroom curriculum and on-site practicum, students are able to take a test to receive their Feed Lot Operator Certificate that is honored in almost every feed lot in our state.

Students then work on a cattle handling curriculum in the spring, work at a feed lot for their practicum in handling and administering shots for cattle, and then test for the Cattle Handling certificate.

A flexible schedule has been established to work with the Texas Cattle Feeders Association to also issue OSHA certificates to students completing that program.

Not only will this program expose students to a high demand, high wage field, it also provides them with certifications that will help them find temporary, part-time, or full time while in school and after they graduate, almost anywhere in the state.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 185902

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

We have very little to change once we receive the grant and purchase the needed equipment. We would like to add the Field Experience and Practicum courses in the 2018-2019 school year, provided we acquire the equipment quickly enough to train the students by the end of this school year. We already have a work study program in place and industry representatives eager to employ our students. This, along with the addition of a second Ag teacher two years ago, puts us in position to not only implement fully and sustain our program goals, but to also expand course offerings and opportunities for our students in the future.

The Farwell community and board of trustees are committed to providing the best CTE programs we can. Our only restriction has been the lack of funding to purchase equipment. While we have made improvements over recent years, they are minor compared to what we will be able to do with the funds from this grant. While it may not be a significant amount of money for many schools, to a small, underfunded district like ours, this will help us not only meet the needs of our students and community, but we believe it will draw many more students into our Ag Science program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 185902

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

As previously stated, following the completion of students' senior year, if we receive the maximum allotment for this grant, they will be able to enter the Advanced Welder or Industrial Technology programs at Clovis Community College. Through the Advanced Welder programs, students can earn certificates of completion in Advanced Welding, AWS certification, and an Applied Science degree in Welding. In the Industrial Technology programs, also offered at South Plains College, students can Certificates in Industrial Technology, Plant Operations and Equipment, and Wind Energy. The may also earn a degree in Industrial Technology with Concentration in Plant Operations and Equipment or in Industrial Technology with Concentration in Wind Energy.

Also, West Texas A&M has been recruiting our students in the Animal Science classes to enroll in their Veterinarian program. There is a shortage of veterinarians in rural areas, especially in our region. With the fast growth industries located here, dairies and feed lots, it is vital that we prepare students for those programs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 185902

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

As already covered in other portions of this document, the awarding of this grant will allow Farwell High School staff to teach all the TEKS for our Ag Sciences courses while providing the necessary knowledge and skills for our students to earn high wages in high demand fields in our immediate local area. It will also allow students to pursue advanced degrees and certifications advancing their classroom and on-site learning at the secondary level.

By adding a plasma cutter, tractor and five implements, ironworker, drill press, stick and mig welder, and angle roller, our students will be able to master all the TEKS in the curriculum for 130.27 through 130.31, receive high wages while in the work study program their senior year, and be fully prepared for high wage jobs or pursuing advanced degrees upon graduation.

By adding the sweep gate, squeeze shoot, and panels, students will be able to master all the TEKS in the curriculum for 130.6 through 130.11, receive high wages while in the work study program their senior year, and be fully prepared for high wage jobs or pursuing advanced degrees upon graduation.

Our Ag Sciences program has adequate space on campus and at the ag farm to fully utilize the additional equipment, as well as a highly skilled instructional team to teach students all the required curriculum. Our problem has always been a lack of state funding, and those funds have been reduced even more over the past several years.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 185902

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 185902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|--|--|---|--------------------------|--------------------------|
| County-District Number or Vendor ID: 185902 | | Amendment number (for amendments only): | | |
| Barrier: Gang-Related Activities (cont.) | | | | |
| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Drug-Related Activities | | | | |
| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Visual Impairments | | | | |
| # | Strategies for Visual Impairments | Students | Teachers | Others |
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 185902

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 185902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 185902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|--------------------------|--------------------------|
| County-District Number or Vendor ID: 185902 | | Amendment number (for amendments only): | | |
| Barrier: Lack of Knowledge Regarding Program Benefits (cont.) | | | | |
| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Lack of Transportation to Program Activities | | | | |
| # | Strategies for Lack of Transportation | Students | Teachers | Others |
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Other Barriers | | | | |
| # | Strategies for Other Barriers | Students | Teachers | Others |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

| For TEA Use Only | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |